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ABSTRACT

This manual provides guidance for school and university Professional Development School (PDS) teams about their responsibilities during the summer and academic year of study and internship for Early Childhood or Middle Education licensure. The chapters include the following: "Mission and Priorities of the Graduate School of Education"; "Introduction"; "Assistance with Problem Solving"; "Admission and Retention Requirements"; "The PDS Model for Early Childhood and Middle Education"; "PDS Course Registration Information"; "Summer Employment as Instructional Assistants"; "PDS Placements and Assignment of Supervisors"; "Interns' Experiences During the School Year"; "State Requirements for Student Teaching/Internships"; "Responsibilities of the PDS Team"; "Documentation"; "Grading Policy"; "Special Assistance for Interns"; "The Professional Development Portfolio"; "Internship Regulations"; "BTAP (Beginning Teacher Assistance Program) Competencies and Performance Indicators"; and "Regulations for Licensure in Virginia." The 17 appendixes, which comprise half of the manual, present background information about PDSs and forms which provide assistance in planning and monitoring interns' experiences. (SM)

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Professional Development Schools

Manual 1999-00

A George Mason University Fairfax County and Prince William County Public Schools Partnership

SP038698

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MISSION AND PRIORITIES OF THE GRADUATE SCHOOL OF EDUCATION

The mission of the Graduate School of Education and affiliated programs is to provide internationally recognized leadership for:

- developing reflective professionals who are leaders in research and practice;
- expanding and refining the knowledge base for teaching and learning, counseling, education leadership, and human development; and
- transforming higher education, schools, and other organizations through applied research, teaching and collaboration.

This mission is accomplished through:

- research and scholarship, teaching, and service focused on the real problems of schools and communities;
- providing historical and ethical perspectives as a foundation for advocacy and change;
- accredited programs for licensure and advanced study, designed and implemented with practitioners in response to the needs of the region;
- applications of technology for transforming teaching, learning, counseling and communications
- flexible programs and services to meet the needs of diverse and non-traditional students; and
- helping other educational institutions and organizations achieve their goals.

An emphasis on ***the professional educator as a reflective practitioner*** is the central theme in the conceptual framework for the curriculum in all programs of the GMU Education Unit. Our goal is to develop professionals who will continuously reflect on and learn from their experience, making connections between theory and practice, and adding to the knowledge base for the profession and the disciplines.

Other programmatic themes--related to forces affecting K-12 and higher education in the region, state and nation--are reflected in these priorities identified by the Graduate School of Education faculty:

- Diversity and Equity
- Children, Families and Communities
- Scholarship and Professional Leadership
- High Standards and Research-Based Practice
- Effective Use of Technology
- Partnerships and Entrepreneurship
- Literacy for an Information Age
- Student-Centered Programs and Services

These priorities have been used systematically and persistently to maintain focus and direction, to guide program development and evaluation, for allocation of resources, and to improve the content and delivery of instruction.

INTRODUCTION

Professional Development Schools are public schools where the faculty collaborate with the university to improve both teacher education and educational practice. Information about the initiation and implementation of Professional Development Schools by Fairfax County Public Schools (FCPS), Prince William County Public Schools (PWCPS), and George Mason University (GMU) is contained in Appendix A. The purpose of this Professional Development School Manual is to provide guidance for the school and university team about their responsibilities during the summer and academic year of study and internship for Early Childhood or Middle Education licensure.

This manual does not provide detailed assistance on planning, teaching, observation, supervision, or evaluation. Most of this is covered in course work or other training provided to clinical faculty and university supervisors, and help is available for the asking. Additional information on these topics is available in the following resource materials. These books and tapes are available for reference in the Office of Teacher Education (soon to be merged with the Office of Student Services and Faculty Support), Fenwick Library, or the Johnson A-V Center.

Additional Resources

Acheson, Keith A. and Marcia D'Arcangelo. *Another Set of Eyes: Techniques for Classroom Observation*. Alexandria, ASCD, 1987. This set of tapes and training manual provide illustrations and practice of common techniques for clinical supervision.

Acheson, Keith A. and Meredith Damien Gall. *Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Application*. 4th Edition. New York: Longman. 1997. This text emphasizes practical application of the theory and research on ways to help teachers improve their effectiveness in the classroom. Includes specific techniques for collecting observation data and conducting feedback conferences. Used in training clinical faculty.

Gilstrap, Robert L. and Kathleen Beattie. *The Multiple Roles of Clinical Faculty*. Bloomington, IN: Phi Delta Kappa Foundation. 1996. This PDK FASTBACK examines the concept of *clinical faculty* as proposed by the Holmes Group and utilized in professional development schools.

McNergney, Robert, Ed. *Guide to Classroom Teaching*. Boston: Allyn and Bacon, Inc. 1988. This book emerged from development of the Beginning Teacher Assistance Program (BTAP). Each chapter deals with a BTAP competency, through discussion of the relevant literature and activities designed to improve practical knowledge.

Saphier, Jon and Robert Gower. *The Skillful Teacher*. Carlisle, MA: Research for Better Teaching. 1987. This compendium of information about effective teaching is used as a framework for performance evaluation in FCPS.

Schwebel, A.I., Schwebel, B.L., Schwebel, C.R. & Schwebel, M. *The Student Teacher's Handbook* (2nd Ed.). Hillsdale, N.J.: Erlbaum. 1992. (This text has been used in EDCI 723/EDCI 737).

Additional resource information will be provided to participants during planning, orientation, and curriculum alignment meetings.

ASSISTANCE WITH PROBLEM SOLVING

Many problems can be avoided by following instructions and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of authority and communication in the school and university. For example, interns usually should work with their clinical faculty, principals, site-based coordinators and university supervisors before seeking help from the PDS Coordinator in the Office of Student Services and Faculty Support. However, staff in the OSS&FS are always available to provide information and assistance.

Office of Student Services and Faculty Support, Robinson A307, GMU
FAX (703)993-2082

Dr. Mary Anne Lecos, Director of Teacher Education (until September 1, 1999) mlecos@gmu.edu	(703) 993-2080
Dr. Paula Johnson, Coordinator of Field Relations (as of August 1, 1999)	
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Ruth Lynch, Administrative Assistant rlynch@gmu.edu	(703) 993-2075
Jessica Durgin, Placement Specialist jdurgin@wpgate.gmu.edu	(703) 993-2078
Bonnie Anderson, Director of Student Services and Licensure Specialist banserso@gmu.edu	(703) 993-2079
Lynn Walker, Program Information Specialist lwalker3@gmu.edu	(703) 993-4648

All faculty and interns are expected to be accessible via e-mail.

ADMISSION AND RETENTION REQUIREMENTS

The PDS models for Early Childhood and Middle Education provide a full year of clinical experiences which are integrated with professional studies under the guidance of experienced and trained professionals from the school and the university. Selection to the intern programs is determined by screening committees composed of university faculty, principals, and clinical faculty. Requirements for admission include:

- A baccalaureate degree in an arts or science discipline (or a program which meets specified general education requirements)
- Completion of one pre-professional undergraduate education course, with integrated field experience (See Appendix B).
- A minimum GPA of 3.0 in the last 60 hours of study (or minimum GPA of 2.75 for provisional admission)
- Recommendations regarding ability to succeed in graduate study and teaching
- Scores on the Praxis I Tests of Basic Skills

Requirements for staying in the program include:

- A GPA of 3.0 or better in professional coursework and satisfactory standing according to Graduate School criteria.
- Satisfactory evaluations in field experiences and all clinical aspects of the Early Childhood Education (PK-3) and Middle Education (4-8) programs.

THE PDS MODEL FOR EARLY CHILDHOOD AND MIDDLE EDUCATION

Students begin their graduate-level professional study during the spring semester and continue during the summer while also working as instructional assistants in the summer school programs of Fairfax County Public Schools and Prince William County Public Schools. The remaining credit hours required for Early Childhood Education (ECE) or Middle Education (ME) licensure are earned during in the following fall and spring through additional coursework and a full-year internship in a Professional Development School (PDS). (See Appendix B for a list of required courses.) This full school-year of internship includes:

- co- and independent teaching experiences at two grade levels in different schools
- participation in all of school life and a teacher's responsibilities
- increasing levels of responsibility for instruction
- supervision by classroom teachers trained as GMU clinical faculty
- frequent support from university faculty
- integration of study with practice
- emphasis on critical inquiry and reflective practice
- provision of some coursework at school sites
- participation in school division inservice education programs.

PDS COURSE REGISTRATION INFORMATION

1. PDS interns register and pay fees for licensure courses in the same manner as other graduate students, using the 4GMU system. However, they follow the PDS calendar.

2. Interns register for 6 hours during the first Spring session, and for 9 hours during the Summer sessions, 12-15 hours during the final Fall and Spring semesters, paying full-time tuition rates.

3. Courses taken during the first spring are EDCI 522 for Early Childhood Education; and EDCI 551 and EDIT 504 for Middle Education.

4. For the Summer sessions, Early Childhood Education interns register for EDCI 501,503, and EDIT 504; Middle Education interns register for EDCI 529, 608, and 612.

5. During the Fall semester, Early Childhood Education interns take EDCI 502, 607, 723, and 790-A; Middle Education interns take EDCI 609, 610, 737, and 790-B. Early Childhood interns register for EDCI 723 only in the Fall term although this course meets throughout the academic year.

6. During the final Spring semester, Early Childhood interns take EDCI 605, 606, 723 and 790A: Middle Education interns take EDCI 528, 675, 676 and 790-B

7. Credit hours for the internship courses, EDCI 790A for Early Childhood Education and EDCI 790B for Middle Education, are 6 hours in each semester. All other courses except EDCI 522, which is for 6 credits, are for 3 credits.

8. Students in PDS Cohort 9 must complete the post-licensure courses required for the M.Ed. degree by Summer 2001 because the courses will be phased out after that time.

SUMMER EMPLOYMENT AS INSTRUCTIONAL ASSISTANTS

During the summer, interns are employed as teaching assistants at designated FCPS or PWCPS elementary or middle school sites. This part-time employment for three to five weeks is preceded by one or two days of training. During summer school, the interns have guided practice in working with diverse groups of students in programs designed to accelerate their learning. Three professional courses are scheduled before and around the days/hours of summer school. Dates, times, and locations of course work are specified in the PDS calendar.

At their summer school sites, the interns work as instructional assistants under the direction of the principal and classroom teacher(s). The interns are available for employment as substitute teachers only in emergencies. The interns' tasks during summer school should provide field experiences for their professional coursework. The interns work approximately one hour longer each day than students attend, providing time for involvement in planning and assessment. There are no formal observations of the intern's teaching during summer school. However, at the end of the session, the intern's performance is evaluated by the teacher(s) using a form in the PDS Summer Manual. GMU faculty serve as liaisons to the summer sites, providing support and assistance to interns as needed.

PDS PLACEMENTS AND ASSIGNMENT OF SUPERVISORS

Placement of interns in PDSs is arranged by the PDS Coordinator in collaboration with school division personnel, taking into consideration students' licensure areas, academic concentrations, and the availability of clinical faculty. If clinical faculty are not available, interns may be placed with qualified cooperating teachers recommended by principals and approved by the Director of Teacher Education or Coordinator of Field Relations. Principals and site coordinators match the interns and clinical faculty.

Assignments of university supervisors to PDSs are made before the semester begins on the basis of their expertise and teaching/research loads. Interns meet their supervisors at the beginning of the semester.

Changes in assignments are made rarely and only for serious reasons. Such changes must be coordinated through the PDS Coordinator and the Director of Teacher Education or Coordinator or Field Relations, who also should be informed of changes in names, addresses, and phone numbers.

INTERNS' EXPERIENCES DURING THE SCHOOL YEAR

Interns receive financial assistance of $4500 from FCPS or $2500 from PWCPS, paid in 10 monthly installments, for their service to the PDS as instructional assistants and for their availability as substitute teachers under controlled conditions but the stipend will not depend on the number of days. It is projected that each intern will substitute teach in FCPS for approximately 50 of the 180 days in the school year. In PWCPS, the requirement for substituting is more flexible and limited to 40 days, with pay for additional days. (See Appendix C for additional information about contractual obligations in PWCPS.)

During the school year, each intern will have two assignments, at one grade level for the first semester and at a different grade level within the licensure range (PK-3 or 4-8) for the second semester. The assignments will be split between two schools, with Middle Education interns serving in both an elementary school and a middle school. Thus, the supervised experience and direct teaching required for licensure will be done at two grade levels, half in the fall semester and half in the spring semester. The intern's co- and independent teaching will be done in the assigned clinical faculty member's class(es).

When in middle schools, the Middle Education interns will be supervised by clinical faculty who teach subjects in which the interns have sufficient content knowledge. This is determined by each intern's academic major or minor, concentrations, and experience. However, the interns in middle schools also may work with other teachers on an interdisciplinary team and substitute in more than one discipline.

First Weeks of the School Year

During June, the interns are notified of their PDS assignments. They report to the assigned PDS for the first semester during the week before the students come to school. This permits a school-based orientation, planning with the faculty, and participation in other activities essential to the successful beginning of the school year. Professional coursework begins during this week prior to the opening of school.

During the first weeks of the placement, coursework is scheduled so that interns can be in the PDS all day. After that, except for the period of independent teaching, most coursework is scheduled late on Monday or Thursday afternoons, and during the day on Tuesdays and Wednesdays when interns are not expected to be in the schools. During the first three weeks, the interns may substitute only for the assigned clinical faculty member, except in an emergency.

At the beginning of each semester, GMU course instructors and clinical faculty attend curriculum alignment meetings to review course syllabi and plan assignments which will connect theory and practice.

While in the schools, interns should have opportunities to carry out assignments related to their course work. This may involve structured observations, working with a small group, or teaching the whole class. However, the interns should not withdraw from working with students to complete readings or written reports related to their course work.

Sheltered Substituting and Co-Teaching
From the second week of school until the week before independent teaching, the interns are in the PDSs on Mondays, Thursdays, and Fridays. During this period they are available for two weeks of "sheltered" substituting in their licensure area. In a middle school, this means that the intern may substitute for the assigned clinical faculty member or another teacher on the interdisciplinary team. In an elementary school, this means that the intern may substitute at the appropriate grade levels for PK-3 or 4-5/6. Each PDS will develop its own guidelines for "sheltered" substituting, whose purpose is to give the intern a variety of experiences in the licensure area while providing service to the school. Except in emergencies, the "sheltered" substitute teaching should be prearranged, so that the intern has an opportunity to plan with the classroom teacher.

When not substituting, the interns co-teach with the clinical faculty member, i.e., they plan, teach and debrief together. The format for co-teaching may vary from day to day to include observation, team teaching simultaneously, taking responsibilities for different parts of the curriculum, or working with small and large groups. The purpose of co-teaching is to give the interns early experience in teaching with a high degree of support from the clinical faculty/cooperating teachers. Planning and debriefing together provides the interns with insight into the thinking and decision making of experienced teacher.

The teacher and intern should use the form in Appendices E-1 or E-2 to plan in brief for sharing of responsibilities during co-teaching. These plans should be kept in the intern's notebook for review by the university supervisor. During the co-teaching period, at least two observations of the intern's teaching will be conducted by the clinical faculty and one observation by the university supervisor.

Independent Teaching
Independent teaching spans a five-week period in each semester with time for gradual but quick assumption of full responsibility for planning, teaching and assessment. The role of the clinical faculty/cooperating teacher is to review plans in advance and provide non-intrusive support and feedback to the intern.

Two additional observations by the clinical faculty and one by the university supervisor are conducted during independent teaching. During this period, the interns should substitute only for the clinical faculty members whose classes they are teaching.

Course work is suspended during independent teaching, except for EDCI 723 (EC), EDCI 737 (ME, Fall) and EDCI 528 (ME, Spring), which meet late in the afternoons. These courses are designed to support and complement the internship experience.

Open Substituting
After all teaching responsibility has been returned to the clinical faculty member, the intern is available for "open substituting" in the assigned PDS (or another PDS, if approved by the principals and Director of Teacher Education). Although the preferred substitute assignment is within the appropriate licensure grade range, an intern may be assigned outside the licensure area. This period of open subbing lasts until late January, when the interns change schools, or until the end of the school year in June.

If no substitute assignment is available, the intern reports to the base PDS for whatever duties or experiences have been planned and assigned in advance, e.g., structured observations, small group

instruction, working with a specialist or the librarian. The exception is that an intern in PWCPS who has completed the requirement of 20 substitute days in a semester need not report to the school unless for employment as a substitute at regular pay rates. (See Appendix C for details.) Appendix F is a form for recording the variety of experiences during the internship.

A similar cycle of work and study experiences occurs in the second semester. The timing and scheduling of these experiences are shown graphically in Appendix D and in the PDS Calendar.

STATE REQUIREMENTS FOR STUDENT TEACHING/INTERNSHIPS

Interns no longer need to keep a detailed log of hours. The reason is that PDS internship requirements far exceed both the current state requirement for 200 student teaching hours, including 150 hours of direct instruction and the new state requirement that "the student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities at the level of endorsement."

RESPONSIBILITIES OF THE PDS TEAM

The teaching internship is widely regarded as the single most important component of teacher education. The effectiveness of a teaching internship depends upon the degree to which members of the PDS team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the university supervisor, the clinical faculty, and the site-based coordinator work as a team to provide support and guidance to the intern. For an overview of the internship team's responsibilities, see Figure 1, a schedule summarizing the cycle of activities for interns, clinical faculty, and university supervisor.

The Intern's Role

The internship should be a time of great personal and professional growth. For most students, it is hard work, exciting, and stressful because there is so much to learn and so much is at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth.

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.

- Become a reflective practitioner. Learn from everyone around you, but especially from your students and your mistakes. Use this manual as an important source of information and directions.

- Ask for assistance, advice, coaching and criticism - and act on it as appropriate. Use videotaping as a means for feedback and self-analysis.

- Plan in detail. In this area, you may not emulate an experienced teacher. Begin by planning for sharing responsibilities during the period of co-teaching.

Figure 1. SUMMARY OF SCHEDULES FOR PDS INTERNSHIP
Early Childhood Education (EC) and Middle Education (ME)

	Intern (IN)	Clinical Faculty (CF) or Cooperating Teacher (CT)	University Supervisor(US)
Prior to first week of school or semester	▸Study manual ▸Attend school-based activities ▸Meet PDS coordinator ▸Plan with CF for co-teaching ▸Prepare notebook ▸Begin course work	▸Review manual ▸Plan internship with IN ▸Coordinate with site-based coordinator ▸Guide IN during pre-opening activities ▸Plan with IN for co-teaching	▸Review manual and assignments ▸Meet with or call interns to communicate expectations ▸Contact site-based coordinator to plan first visit
September-October and February-March	▸Co-teach with the CF/CT ▸Meet with the US ▸Attend classes and work on course assignments ▸Substitute according to guidelines ▸Plan with CF for independent teaching ▸Draft/update resume and essay for portfolio ▸Gather materials for the portfolio	▸Co-teach with the IN ▸Attend curriculum alignment meeting ▸Continue school-based orientation ▸Review co-teaching plans with US ▸Use sub day for planning (in FCPS only) ▸Complete progress reports and 2 observations (optional for CT)	▸Attend curriculum alignment meeting and US meetings ▸Visit PDS to meet with site coordinator, principal, and CF/CT to clarify procedures ▸Return employment forms ▸Review plans/reports and other materials in notebook ▸Provide assistance as needed ▸Conduct joint observation with CF/CT
October-November and March-April	▸Participate in interim evaluation ▸Co-teach, then gradually assume full responsibility ▸Videotape and critique a lesson ▸Participate in student activities, parent conferences, meetings ▸Confer daily with CF and with US as needed ▸Attend school-based seminars and GMU classes ▸Maintain internship notebook ▸Gather material for portfolio	▸Participate in interim evaluation ▸Co-teach before withdrawing from regular responsibilities ▸Conduct at least 2 observations with written report and conference (optional for CT) ▸Assist with videotaping ▸Confer daily with IN, and with US as needed. ▸Use 2nd sub day (in FCPS only)	▸Attend US meetings ▸Participate in interim evaluation ▸Conduct at least 1 observation with report and conference, and 3 if IN is supervised by CT ▸Review reports from CF/CT/IN and other documentation in notebook ▸Communicate with CF/CT and site coordinator before, during and after visits ▸Provide assistance as requested or needed
December-January and May-June	▸Participate in interim/final evaluation conference and portfolio presentation ▸Complete course work and exams ▸Substitute or carry out assigned duties ▸Complete attendance report	▸Participate in interim/final evaluation conference and portfolio presentation ▸Submit all documentation to US ▸Arrange with site coordinator for IN assignments when not substituting ▸Verify attendance report	▸Facilitate final evaluation conference and portfolio presentations ▸Submit all documentation to OSS&FS

▸Maintain a notebook with sections for co-teaching plans, lesson plans, progress reports, observation summaries, log of activities during "open sub" period, journal entries, substituting records, and attendance records. Have this notebook available for each visit by the university supervisor.

▸Develop a portfolio which documents your professional and personal development as a teacher.

▸Demonstrate high standards of ethics and professionalism in your dealings with supervisors, colleagues, students, and parents.

▸ Elect representatives to serve on the PDS Steering Committee.

Clinical Faculty Member's and Cooperating Teacher's Role

The clinical faculty member/cooperating teacher serves as a role model, instructor, and coach for interns. Clinical faculty have been trained to share supervisory and evaluation responsibilities with the university supervisor. Cooperating teachers assume fewer responsibilities and are not required to complete summary observations reports. A classroom teacher's primary responsibility is for the pupils' welfare and learning. Therefore, supervising an intern requires careful planning of the transition to independent teaching.

▸Introduce and treat the intern as a colleague in order to increase students' and parents' acceptance.

▸Build confidence and competence by co-teaching with the intern from the beginning of the semester until the intern assumes full responsibility for independent teaching.

▸Talk regularly, especially about why you make instructional decisions and how you individualize.

▸Let the intern take risks and make mistakes, provided your pupils will not suffer.

▸Monitor the intern's planning and assessment of your pupils' learning.

▸Withdraw from your classroom physically during much of the independent teaching period, shifting authority and responsibility to the student teacher.

▸Arrange for videotaping of the intern's performance, and assist in analysis.

▸When giving feedback, encourage reflection and self-analysis.

▸Be open and honest about areas needing improvement, and provide assistance as needed.

▸Discuss any concerns about the intern's progress with the university supervisor.

▸Introduce your intern to the full range of teachers' duties and to available resources.

▸By word and action, communicate your commitment to the profession and love of teaching.

▸Complete biweekly progress reports until the end of independent teaching.

▸Conduct at least four observations with pre- and post-conferences and written reports. The first of these should be a joint observation with the university supervisor. Observe different subject areas or groups.

▸With the site coordinator and/or principal, develop a plan that defines the intern's responsibilities when not substituting after the period of independent teaching.

▸Participate with the university supervisor in evaluation of the intern's performance, providing feedback on the portfolio presentation, and reaching consensus on a grade.

Cooperating teachers and clinical faculty make an essential contribution to education through their participation in the preparation of new teachers. The major reward for this service is their own personal and professional growth, for which re-licensure points may be awarded. (Consult the principal and school division guidelines for details.) In addition, GMU pays an honorarium of $300 per semester (including state funding) to clinical faculty and $150 to cooperating teachers. (Honoraria for clinical faculty and cooperating teachers cannot be paid until pay forms, tax forms and other documentation have been returned to GMU by the university supervisor.) Clinical faculty who secure GMU ID cards are entitled to faculty privileges such as library access, use of an Internet account, and bookstore discounts. Through the PDS budget in FCPS, funding is provided for two days of released time for clinical faculty and cooperating teachers each semester for planning with the intern or for professional development.

University Supervisor's Role

The university supervisor serves as a link between the school and the university, providing support and guidance to interns, clinical faculty, and site-based coordinators. The university supervisor supports the coaching, supervisory and evaluative functions carried out by the clinical faculty/cooperating teacher. The university supervisor also plays an important role in facilitating communication and in providing additional feedback and assistance for the interns. To facilitate strong relationships, every effort is made to maintain continuity in assignments of university faculty to the PDSs.

▸Be accessible to interns and school staff through regular visitations, phone or e-mail, and attendance at special meetings on campus with the interns.

▸Encourage open communication among members of the school-based team and a collaborative approach to support of the intern.

▸Provide guidance on PDS policies and procedures, and check to ensure that they are followed.

▸Attend the curriculum alignment meetings, the on-campus meetings of university supervisors, and the PDS Steering Committee meetings to participate in policy development and ensure consistency.

▸Support the accurate completion of employment forms by the clinical faculty and cooperating teachers, signing were necessary, and returning them to the Office of Student Services and Faculty Support.

▸Conduct at least two formal observations, with pre- and post-conferences and written reports, for each intern at each grade level. The first of these should be a joint observation with the clinical faculty member or cooperating teacher. If the intern is placed with a cooperating teacher, double the number of your observations. Observe different subject areas or groups.

▸Promote reflective practice through interactive clinical supervision and review of the journals kept by interns as part of their coursework. Review these journal entries on a regular basis but do not require additional journal writing.

▸View the interns' videotaped lessons and review their written self-evaluations.

▸Collaborate with the clinical faculty member and site-based coordinator to plan and support a variety of experiences for the intern, particularly after the interns' independent teaching.

▸Keep the site-based coordinator informed of your visits, major issues, and changes in the interns' schedules. If feasible, touch base with the principal during visits.

▸Encourage the principal to participate in portfolio presentations and to provide mock interviews.

▸Regularly review the intern's notebook, and facilitate the record keeping and documentation needed for licensure and efficient administration of the program.

▸Guide the intern's development of a professional portfolio, schedule the portfolio presentations, and evaluate the portfolios and the end of the spring semester.

▸Participate with the cooperating teacher/clinical faculty in evaluating the intern's performance and reaching consensus on a grade at the end of the GMU semester.

▸Provide letters of recommendation for the interns and input to early hiring decisions.

▸Submit all documentation for the interns and your travel reimbursement form to the Office of Student Services and Faculty Support before the end of the GMU semester.

For full-time faculty members, the support of 5-6 PDS interns is part of their normal workload, equivalent to teaching a 3-credit course. Part-time faculty are paid according to the GMU salary matrix, which has levels for rank/qualifications and experience. The compensation for adjunct supervisors is pro-rated according to the length of the internship and the number of interns supervised.

Site-Based Coordinator's Role

The site-based coordinator assists the principal (or assistant principal) in administration and leadership of the PDS model at the school level. Examples of site coordinators' responsibilities are:

▸Coordinate school-based operations with the Coordinator of Field Relations, the PDS coordinator, and the staff of the Office of Student Services and Faculty Support (OSS&FS).

▸Assist the principal in keeping the faculty, staff and community informed about PDS activities.

▸Survey faculty about interest in clinical faculty training and service as a mentor to an intern or field experience student.

▸Assist the principal in matching interns and field experience students with individual teachers.

▸Assess needs of interns or field experience students and arrange for individual support or group assistance.

▸Assist in planning the interns' initial orientation to the building and introductions to staff.

▸Assist clinical faculty in planning a variety of experiences for interns to supplement university course work. Plan for the days after independent teaching when the intern is not substituting.

▸Develop faculty support systems with assistance from the university supervisor.

▸Encourage clinical faculty/cooperating teachers in FCPS to use their sub-days for working with the interns.

▸Assist the clerical staff in understanding how the interns are used as substitutes.

▸Submit a monthly report to the OSS&FS on the interns' substituting, and verify the intern's attendance report with the clinical faculty at the end of the semester (or monthly)..

▸Participate in ongoing evaluation of the PDS model and licensure programs.

▸Meet regularly with the Coordinator of Field Relations, the PDS coordinator, and other site coordinators.

▸Represent the school faculty on the PDS Steering Committee and special task forces.

For these important services, the site coordinators are provided a base stipend of $190 for each semester when PDS interns are placed in a school and an additional stipend of $50 per interns. A site coordinator who supervises an intern also is compensated for service as a clinical faculty member.

Principal's Role
The principal's leadership is a critical factor in the effectiveness of a PDS partnership. Principals were key participants in developing the PDS model and continue to exercise great influence on policies and the quality of the interns' experiences.

▸Work closely with the site coordinator on all aspects of PDS administration.

▸Make the interns feel welcome and appreciated, and introduce them to the community as assets for improving instruction and student achievement.

▸Communicate with the university supervisor and/or the PDS coordinator or Coordinator of Field Relations about issues or concerns and about school needs which can be addressed by the partnership.

▸Participate in PDS Steering Committee meetings and other opportunities for input to policy and procedure.

▸Provide the interns with informal feedback on their performance and letters of recommendation. Provide input to the school division's early hiring decisions.

▸Sign the Profile of Evaluation forms, which is required by the accrediting agency for teacher education.

▸Participate in the interns' presentations of their portfolios, and offer to conduct mock interviews.

▸Encourage clinical faculty to support interns on a regular basis, and encourage effective teachers to become clinical faculty/mentor teachers and site coordinators.

▸Support a school culture in which all teachers and staff share responsibility for school improvement, the preparation of effective beginning teachers, and the career-long development of experienced teachers.

Principals receive no compensation for these essential services, although a bonus of $100 per intern is provided for school use by the FCPS contract. In addition, most principals report great benefits to their schools as a result of the PDS partnership.

DOCUMENTATION

The appendices in the PDS Manual include all of the forms which must be submitted to the Office of Student Services and Faculty Support for the intern. (These forms may be copied as needed and are available on disk from the site coordinator.) Folders containing other forms and information for interns, university supervisors, and clinical faculty are distributed by the OSS&FS at the beginning of each semester. These folders should be used to keep records and to submit documentation to the OSS&FS at the end of each semester.

Clinical faculty and cooperating teachers work with the intern to prepare a Weekly Co-Teaching Plan (Appendices E-1 or E-2) and a Biweekly Progress Report (Appendix G) during the period of co- and

independent teaching. Clinical faculty also complete observation reports (using the format in Appendix H) twice during co-teaching and twice during independent teaching, providing copies to the intern and university supervisor. At the end of the co-teaching and independent teaching periods, the clinical faculty/cooperating teacher and university supervisor collaborate to complete the interns' interim and final evaluation forms (Appendix I) and to provide feedback to the intern. The grade is determined by consensus through consultation with the university supervisor. (See grading policy below.)

Interns participate in developing the Weekly Plan for Co-Teaching (Appendices E-1 or E-2) and initiate a Biweekly Progress Report (Appendix G) and for completion by the clinical faculty/cooperating teacher. During independent teaching, interns must provide lesson plans for prior review by the clinical faculty and for the university supervisor as requested. The format to be used is illustrated in Appendices J-EC or J-ME.

The lesson plan formats included in Attachments J are used in both university course work and in the internship. They are designed to 1) help the students plan discipline-related content in their methods courses; 2) facilitate the intern's thinking on all aspects of planning for meaningful learning experiences; 3) enable interns and clinical faculty to discuss particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the intern, university supervisor, and clinical faculty. (See Appendix J for guidelines on lesson planning.)

Co-teaching plans, bi-weekly reports, observation reports, journal entries, and other documentation must be kept in a notebook for review during the university supervisor's visits. Interns also must keep a log of hours spent on non-substituting assignments after independent teaching. (See Appendix K.)

Interns submit monthly records of their substitute teaching (Appendix M) and absences (Appendix N) to the site coordinator. At the end of the year, the intern submits to the OSS&FS a record of attendance (Appendix N) which has been verified for each semester by the clinical faculty, or site coordinator, or other person designated by the school. The intern's stipend for June will be reduced by $40 for each full day of absence when interns were scheduled to be in the school. (Interns no longer are allowed to "bank" hours or days as a way of making up absences.) Interns who submit the attendance report can expect a final payment early in August.

During the internship each student prepares a portfolio to illustrate his or her professional development as a teacher. Directions regarding the contents and format of the portfolio are provided during an early session of EDCI 723/737. Guidance for development and evaluation of the portfolio are the responsibility of the university supervisor. (See Appendix O.)

University supervisors provide their interns with a written evaluation of each classroom observation, with a copy for the clinical faculty/cooperating teacher. (Use the format provided in Appendix H). Interns should be observed by the university supervisor at least twice at each grade level, and four times if the intern is working with a cooperating teacher rather than clinical faculty.

The university supervisor prepares an interim or final Evaluation Profile (Appendix I) for discussion with the clinical faculty member or cooperating teacher before reaching consensus on the grade. Signatures are necessary to verify review by others on the team and the principal or designee. (Teacher education accreditation standards require such participation by the principal or assistant principal.) Informal observations by and mock interviews by the principal are encouraged, but not required.

The university supervisor submits all documentation to the OSS&FE after completion of the Summary of Days and Final Grade Form (Appendix L). This form, which contains the information needed to process the intern's application for licensure, is kept as a permanent record.

Travel vouchers for university supervisors also should be submitted to the OSS&FS. Instructions and forms are provided at the beginning of the semester.

Site-based coordinators are responsible for monthly verification and collection of data on interns' substituting and absences (Appendices M-1 and N). The substituting data are summarized by the site coordinator on Appendix M-2 for submission to the OSS&FS.

GRADING POLICY

In 1996, the Graduate School of Education approved the following grading policy for EDCI 790, Internship, and EDSE 790. These changes did not affect the grading scales for student teaching for Music Education or Health/Physical Education.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU grading policy for internships and GSE practice for counseling and administrative internships.

2. Degrees of Satisfactory performance by an intern in Early Childhood Education, Middle Education, Secondary Education, Special Education, or the Unified Transformative Early Education Model (UTEEM) will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university supervisor.

3. The cooperating teacher(s)/clinical faculty member(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Assistant Dean for Student Academic Affairs will determine the grade based on a review of the documentation and, if necessary, a third-party's observation of the intern's performance.

4. A graduate intern who receives a No Credit grade or an undergraduate who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)

5. An intern or student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students, or to A-F for undergraduates, upon completion of requirements--usually before the beginning of the next semester.

6. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

SPECIAL ASSISTANCE FOR INTERNS

Occasionally interns need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, an individualized plan is developed collaboratively by the university supervisor, clinical faculty/cooperating teacher, and principal. The plan must be approved by the Assistant Dean for Academic Student Affairs, who will involve the intern's advisor, and place a copy of the plan in the student's file.

Some of the ways to provide special support for an intern are:

- Arranging for observation of another intern or a teacher who models the skills which the intern lacks, followed by a conference.
- Changing a placement within the school to provide a better match of intern and clinical faculty/cooperating teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Delaying all of an intern's independent teaching until after the winter holidays.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Sending the intern to the GMU Counseling Center for personal or therapeutic support.
- Sending the intern to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Sending the intern to the GMU Student Health Center or other source of medical assistance.
- Facilitating conferences with the intern's academic advisor and/or course instructors.
- Advising an intern that it is in their best interest to repeat all or part of a internship in the following year.

If the support plan developed for an intern reduces his/her availability for open substituting by more than five days, it may be necessary to reduce the intern's stipend accordingly. This may create a temporary hardship for the intern, but is less costly than failure to succeed in the internship.

THE PROFESSIONAL DEVELOPMENT PORTFOLIO

The Professional Development Portfolio is a collection of documents and artifacts which provide a record of the intern's teaching experiences, reflections, and growth. This compilation of material synthesizes the intern's course work and experiences and provides a summary of development from the perspective of the intern. Its purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. As a record of the intern's growth and experience, the Portfolio demonstrates the intern's application of knowledge and skills.

The Portfolio is a requirement for the successful completion of the Early Childhood and Middle Education Programs and is one of several factors considered in determining the PDS internship grades. Guidelines for portfolio development and evaluation are in Appendix O. Portfolios are increasingly important in the search for a teaching position.

INTERNSHIP REGULATIONS

Attendance. Interns generally follow the FCPS or PWCPS school calendar, not the GMU calendar, except for scheduled courses. (See PDS calendar.)

Absences and Reduction in Stipend. Interns are paid for being available to substitute 40 days in PWCPS or 50 days, on average, in FCPS during the school year. No paid personal or sick leave is provided for interns just as none is provided for substitute teachers, who are paid only for days worked. Because of other services which interns provide to the schools, they are paid even if they do not substitute the full 40-50+ days.

Interns are expected to follow school division policy by requesting permission to be absent or notifying the school of unanticipated absences. In addition, interns are required to keep an ongoing record of attendance (Appendix N), which must be verified by the clinical faculty/cooperating teacher, site coordinator or other

designated person at the schools. The stipend for June will be reduced by $40 for each full day's absence, and proportionately for less than a full day (.50).

Interns may no longer receive permission to make up time missed or to "bank" time on days when they are not scheduled to be in the schools. For consistency among schools, interns will not be counted absent for attending Education Recruitment day, job interviews within the county (which should be scheduled early or late in the day to minimize absence), Steering Committee meetings, or other activities which support the program.

Personal and Professional Responsibilities. Interns are expected to meet professional standards in every respect, including personal appearance and behavior. Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities.

Interns are responsible for exercising "reasonable care" for pupils' welfare and for complying with federal, state, and local policy and regulation. This is best accomplished through careful study of the school's or school division's teacher handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Interns are covered by university and school division liability policies, but they are strongly advised to secure professional practice insurance and representation through membership in the Student Virginia Education Association (SVEA), another professional association, or a private carrier.

Confidentiality of Records. School division and GMU policies regarding student records will be followed. An intern's evaluation may be shared among the clinical faculty, university supervisor, and responsible administrators until the university supervisor submits the intern's folder to the OSS&FS. After that, access will be in accordance with the Privacy Act. No materials will be released by GMU for employment purposes other than grades and verification of meeting licensure standards. GMU no longer provides a credential file service for graduates.

Records Retention. Contents of cumulative folders will be retained for one year after completion of student teaching. After that, the transcript and the summary form (Appendix L) will be the only available record. Therefore, students are advised to keep personal copies of evaluations, logs, summaries, and other records of their internships.

Applications for Employment and Licensure. During the internship, students will receive information about procedures for employment in local school divisions and for submitting an application for licensure in Virginia.

BTAP COMPETENCIES AND PERFORMANCE INDICATORS

Prior to 1991, the Virginia Department of Education assessed the performance of beginning teachers in specified minimum competency areas and provided assistance as needed. As of 1991, state administration of this Beginning Teacher Assistance Program (BTAP) was suspended. However, the BTAP competencies continue to play a part in teacher education and in school divisions' performance evaluation systems. The BTAP competencies, along with current national and state standards have been incorporated into GMU's professional education courses and the Profile for Evaluation (Appendix I) developed by GSE faculty and colleagues in the schools. The BTAP competencies, which are listed below, and the related text by Robert McNergney (see p.2) may be used as an additional resource for planning, structured observations, discussions, and evaluations. (A copy of McNergney's *Guide to Classroom Teaching* is available in the professional library of each PDS.)

PLANNING - The competent teacher knows the importance of deliberate and varied planning activities. Instructional planning should reflect the teacher's knowledge that 1) learning activities should match instructional objectives; 2) learning is facilitated when ideas are communicated in more ways than one, and when two or more sensory modes are employed; 3) the current literature on teaching should be consulted regularly; and 4) students' scores on standardized tests contain important and useful information about the class as a group and individual students. The beginning teacher demonstrates this competency by:

- using test data in defining objectives or choosing learning activities, content, materials or media.
- using relevant professional literature in defining objectives or choosing learning activities, content, materials or media.
- defining objectives that move learners towards long-term goals.
- defining objectives on the basis of differing needs of groups and individuals.
- defining objectives in measurable terms.
- using information about test reliability, validity and test norms.
- using objectives as the basis for planning learning activities.
- planning different activities for students with different abilities, interests and cultural backgrounds.
- planning alternative ways for learners to achieve the same objectives.
- planning for the use of different media.
- planning for more than one way of presenting materials to students.

REINFORCEMENT - The competent teacher demonstrates awareness that the skillful use of reinforcement is an effective means of encouraging and discouraging particular behaviors. The beginning teacher demonstrates this competency by:

- giving positive rather than negative feedback.
- not using punishment to motivate learners.
- calling attention to desirable behaviors.
- using positive feedback to cue learners to behavioral expectations.

CONSISTENT RULES - The competent teacher knows that rules for classroom behavior must be clear and consistent and the learners must understand and accept the rules and consequences of violating them. When rules are unclear or applied inconsistently, classroom management is difficult; when rules are clear and consistently applied the classroom seems almost to manage itself. The beginning teacher demonstrates this competency if:

- it is seldom necessary to repeat rules of behavior.
- disruptive pupil behaviors are infrequent.
- when disruptive behaviors occur, the teacher deals with them in a non-punitive manner.

ACADEMIC LEARNING TIME - The competent teacher knows that learning is directly related to the amount of time learners are actively engaged in planned learning activities. The one relationship most clearly established by process-product research is the relationship between academic engaged time and a learner's achievement gains. The beginning teacher demonstrates this competency by:

- planning for the efficient use of class time.
- minimizing the amount of time spent on procedural matters.
- using non-punitive techniques for maintaining learner involvement in assigned tasks.
- maintaining continuous focus on the lesson topic.

ACCOUNTABILITY - The competent teacher knows the importance of holding learners responsible for completing assigned tasks. It is important for the teacher to make sure that every student undergoes the learning experiences planned for him or her. Holding the learner personally responsible for completing assigned tasks is also important because it gives learners practice in assuming and discharging personal responsibilities. The beginning teacher demonstrates this competency by:

- planning just what tasks each learner is supposed to complete.
- making clear to the learners what they are expected to accomplish.
- clearly establishing consequences of not completing an assigned task.
- checking to see whether learners work on their tasks.

CLOSE SUPERVISION - The competent teacher knows that more is learned during individual, small and whole group activities if the learners are monitored. Research indicates that learning is facilitated during activities which are monitored rather closely, presumably because this increases the amount of learner engagement. Close supervision also provides opportunities for the teacher to assist and encourage learners. The beginning teacher demonstrates this competency by:
- monitoring activity of all learners.
- helping learners who have difficulties.

AWARENESS - The competent teacher knows that effective classroom management depends on knowing what is occurring in the classroom and on the learners perceiving that the teacher knows what is going on. The teacher who is aware is likely to increase participation in learning activities and reduce disruptions. When working with the class as a whole, the beginning teacher demonstrates this competency by:
- maintaining constant awareness of level of interest and attention of the learners.
- making learners aware of teacher awareness.

QUESTIONING SKILL - The competent teacher knows how to phrase different kinds of questions that different types of questions are most effective in promoting different types of learning, and which type to use for what purpose. Asking questions is a major teaching tool and the skillful use of questions has been extensively studied and researched. The beginning teacher demonstrates this competency by:

During drill or practice sessions
- asking questions that test learners' ability to recall or apply material learned previously.
- avoiding difficult questions, higher order questions, and questions that call for original answers.

During a discussion
- asking open-ended questions that call for students' opinions, beliefs, etc.
- giving positive feedback to students' answers and voluntary comments.
- accepting students' answers and voluntary comments.
- avoiding questions that test students' knowledge or comprehension.

During a recitation
- asking questions that test students' knowledge or comprehension of a topic being studied.
- giving feedback on students' answers and voluntary comments.
- answering students' questions.

CLARITY OF STRUCTURE - The competent teacher knows that learning is facilitated if the lesson is presented in a clear systematic sequence consistent with the objectives of instruction. Learning is a conscious activity which proceeds most efficiently when the learner is aware of the relationship of each part of the activity to the other parts and to the whole. The beginning teacher demonstrates this competency by:
- preparing outlines, reviews and summaries beforehand.
- beginning the lesson or unit with a statement of purpose.
- making interrelations among parts of the lesson clear to learners.
- ending the lesson or unit with a summary or review.

MEANINGFULNESS - The competent teacher knows that learning is facilitated when content is related to learners' interests, common experiences or to information with which they are familiar. Although the

importance of meaningfulness has been formally established, teachers have recognized its importance for years. The beginning teacher demonstrates this competency by:

- planning ways of relating instruction to interests and previous knowledge of learners.
- pointing out relationships between lesson or unit content and things learners already know.
- pointing out relationships between lesson or unit content and outside or "real world" interests of learners.
- asking questions of learners that require them to identify relationships between what they are learning and something they already know.
- planning activities that require learners to identify relationships between what they are learning and something that is important to them outside the classroom.
- relating instruction to the cultural backgrounds of the learners.

INDIVIDUAL DIFFERENCES - The competent teacher knows that learners progress at different speeds, learn in different ways and respond to different kinds of motivation. Research indicates that teaching strategies should be adapted to these differences if all learners are to achieve at their full potential. The beginning teacher demonstrates this competency by:

- planning ways of dealing with individual differences in learner's abilities, cultural background or handicaps.
- defining different objectives for different learners.
- providing alternative ways for different learners to achieve common objectives.
- providing for learners with special problems (such as hearing or visual impairment or severe learning (differences).
- providing for learners with unusual talents or abilities.
- arranging the classroom for easy access for physically handicapped learners.

LEARNER SELF-CONCEPT - The competent teacher knows that a learner's achievement may be enhanced by improving his self-concept, and that his self-concept is enhanced if the teacher's expectations are high and if the teacher shows appreciation of the learner's personal worth. The beginning teacher demonstrates this competency by:

- planning lessons that relate to learners' backgrounds and interests.
- encouraging learners to do better.
- praising correct performance of difficult tasks or correct answers to a difficult question.
- helping learners develop appreciation of their own cultural heritage.
- helping learners develop feelings of personal worth.
- showing courtesy to students.

AFFECTIVE CLIMATE - The competent teacher knows that learning occurs more readily in a classroom environment which is non-punitive and accepting. Research indicates that achievement gains are related positively to an affective environment which is relatively free from hostility and threats. The beginning teacher demonstrates this competency by:

- avoiding hostility and punitiveness.
- acting relaxed, good-humored and accepting learner behavior.
- showing consideration for students.
- showing awareness and appreciation of cultural differences.
- making the physical environment as attractive as possible.

EVALUATION - The competent teacher knows that learner progress is facilitated by instructional objectives which are known to the learners and which coincide with the objectives of evaluation. Important information about learner status can be obtained informally while teaching and used in making tactical decisions. Additionally, formal assessment of progress is important in making instructional decisions, grading, and promotional decisions. Competence in matching given instructional objectives with formal and

informal evaluation contributes to the soundness of the teacher's decisions during the course of instruction. The beginning teacher demonstrates this competency by:

- planning evaluation (formal and informal) whenever he or she plans instruction.
- designing formal evaluation procedures that are both relevant and fair.
- asking questions, observing learners' work and checking learners' understanding regularly during instruction to evaluate progress.
- informing learners about how their performance will be evaluated.

REGULATIONS FOR LICENSURE IN VIRGINIA

In 1998, the Virginia Board of Education approved revised regulations for licensure of school personnel. These new requirements for teacher licensure are stated in terms of competencies, including content knowledge, for supporting students in achieving state standards for disciplinary learning by grade level and competencies in the use of technology as a tool for communication and learning.

The implementation of revised licensure regulations *for Virginia school divisions* became effective on July 1, 1998. After this effective date, local school division personnel interested in adding a teaching area will be required to complete the newly-approved regulations. However, *institutions of higher education with approved teacher preparation programs* are required to implement the regulations for individuals *entering their programs by the fall of 2000. Individuals currently enrolled in Virginia approved teacher preparation programs will complete the program (teaching areas) in effect prior to the implementation dates for new regulations.*

At GMU, newly state-approved programs aligned with the revised licensure regulations will be implemented in 1999 and 2000. However, the current programs for which this Manual was written will produce teachers who are eligible for licensure and endorsements in current state-approved programs. The current state-approved programs at GMU incorporate the Virginia Standards of Learning and Standards for Technology.

APPENDICES

Included in these appendices are background information about Professional Development Schools and forms which provide assistance in planning and monitoring interns' experiences. **These forms should be copied as needed, and they are available on disk from the site coordinators and the Office of Student Services and Faculty Support (OSS&FS).**

Only the following forms are submitted to the OSS&FS via the university supervisor at the end of the student teaching/independent teaching period, unless there is additional documentation related to marginal or unsatisfactory performance.

1	Summary of Days in Supervised School-Based Activities and Final Grade (Appendix L)
1 or 2	Profile for Evaluation of Intern's Performance (Appendix I)
5-6	Summary Observation Reports from University Supervisor/Clinical Faculty (Appendix H)
6-7	Biweekly Progress Reports (Appendix G)

All of these forms will be retained for one year in the OSS&FS, and the Summary of Days and Final Grade Form will be retained indefinitely. Students should keep a personal file of documents for reference and future use.

The GMU transcript provides permanent documentation of meeting state-approved teacher education program requirements, including student teaching hours completed, and the final grade.

George Mason University **Appendix A-1**
Graduate School of Education

Professional Development Schools:
A Fairfax County/Prince William County/George Mason University Partnership

Since 1989, staff members from Fairfax County Public Schools (FCPS) and the Graduate School of Education (GSE) at George Mason University have been collaborating on a Professional Development School (PDS) model for teacher preparation and induction. During the 1991-92 summer and school year, this model was implemented in FCPS with the initiation of GMU's graduate-level licensure programs for Early Childhood Education (Preschool-Grade 3) and Middle Education (Grades 4-8). In 1993-94, the model was extended to Prince William County Public Schools (PWCPS). For 1999-00, 40 candidates have been accepted for summer study and work in the two school divisions and for placement as interns in 16 PDSs during the school year.

Each of the students selected as a Professional Development School intern has met the admission requirements for the Graduate School of Education in addition to broad-based requirements in general education. They also have successfully completed 3-credit hours of pre-professional foundations course work, including field experiences in the schools.

The PDS interns have earned their baccalaureate degrees at a wide variety of institutions, and several hold advance degrees. Most are "career switchers" who are entering the teaching profession after experiencing success in other occupations. The interns have rich backgrounds and are ethnically and racially diverse. A significant number have teaching and/or international experience.

During the summer, the PDS interns begin their course work in curriculum and methods, and also work as paid instructional assistants in Fairfax County and Prince William County summer programs serving at-risk students. During the school year, the interns are assigned to a Professional Development School where they are mentored by trained teachers employed as GMU clinical faculty, who share supervisory responsibility with Graduate School of Education faculty members. At the end of the first semester, the interns change grade levels, and usually change schools for Middle Education.

During their full-year internships, the GSE students complete their professional course work, including the independent teaching required for certification. Classroom teachers and other practitioners are employed as adjunct faculty, team teachers, and guest lecturers for these courses, some of which are taught in the schools. The interns receive financial assistance for their work as instructional assistants and substitute teachers in the Professional Development Schools.

For the interns' availability as instructional assistants and substitute teachers during the school year, the school divisions transfer to the PDS budget funds which are used to support the interns, to provide planning time for the clinical faculty, and support coordination activities. Honoraria and training for clinical faculty, university supervision, course work and program coordination are provided by GSE.

Ongoing evaluation provided valuable feedback to the PDS steering committee of representatives from the school and the university. As a result, communication and coordination have improved continuously, and modifications to the interns' course work and schedules have strengthened the model.

Formative and summative evaluations based on observation, interviews, focus groups, questionnaires and telephone surveys have been positive. The interns, although stressed by the intensity of their experience, believe that they have learned what they need to be effective beginning teachers. The GSE faculty are gratified by the ability of the clinical faculty to supplement the Graduate School of Education curriculum and to make links between theory and practice. The PDS principals and faculty see benefits to their

students from having the interns available to assist with instruction and maintain continuity during teachers' absences. Mid-career teachers have noted their personal satisfaction, professional growth, and adoption of research-based practice from working collaboratively with the university faculty to prepare the next generation of teachers.

Planning for extension of the Professional Development School model to preparation of secondary school teachers began with a grant from the U.S. Department of Education. The objective of this PDS project is to prepare new teachers in all disciplines, experienced teachers, and university faculty to work more successfully with language minority students. The schools participating in planning and piloting a PDS model for the secondary level are Annandale, Centreville, Falls Church ,Marshall, Mount Vernon, South Lakes, and Stuart in Fairfax County; and Wakefield in Arlington County.

The PDS Partnership has been recognized with a five-year grant award from the NEA's National Center for Innovation and inclusion of GMU as one of seven institutions participating in a national study of restructured teacher education programs. The other institutions are U. of Memphis, Montclair State U., Texas A & M U., U. of Southern Maine, U.of Wyoming, and U. of South Carolina.

This Teacher Education Initiative (TEI) is founded on the following nine principles for the simultaneous improvement of teacher education and PK-12 schools:

(1) Partnerships with P-12 where all stakeholders are involved;
(2) Expanded roles for university and P-12 educators;
(3) Ongoing evaluation, dissemination, and contribution to the professional knowledge base by all stakeholders;
(4) Extended clinical experiences; mentoring and support for beginning teachers and systemic professional development for experienced teachers;
(5) Systemic change at the local, state, and national levels;
(6) Systemic change internally that rewards simultaneous renewal efforts;
(7) Infusion of technology at all levels;
(8) Advancement of diversity/equity; and
(9) Teaching and learning linked to student outcomes.

The Graduate School of Education's current PDS models will be modified in 2000-2001 along with implementation of licensure programs which have been revised to comply with new state regulations. The Early Childhood Education PK-3, Middle Education 4-8, and Secondary Education 8-12 programs will be replaced in 2000 by Elementary Education PK-6 and Secondary Education 6-12 programs.

Beginning in fall 2000, the new Elementary Education program will be implemented for cohorts of full- and part-time interns in new Professional Development Schools selected in collaboration with school division officials throughout the region. The current Professional Development High School model will be replaced by a Mentor Teacher model based on full-year paid internships in middle schools and high schools. Planning for these programs began in 1998 and will continue during 1999-2000 using what has been learned during a decade of successful PDS partnerships.

PROFESSIONAL DEVELOPMENT SCHOOLS

1999-2000

Fairfax County	Bailey's Elementary School
	Hollin Meadows Elementary School
	Holmes Middle School
	Hughes Middle School
	Hunters Woods Elementary School
	Kings Park Elementary School
	Laurel Ridge Elementary School
	Oak View Elementary School
	Parklawn Elementary School
	Robinson Middle School
	Waynewood Elementary School
Prince William County	Beville Middle School
	Martin Luther King Elementary School
	Old Bridge Elementary School
	Thurgood Marshall Elementary School

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Appendix B

COURSE REQUIREMENTS FOR LICENSURE AND THE M.ED. DEGREE

UNDERGRADUATE PREREQUISITE COURSES (3 semester hours)

EDUC 300-Introduction to Teaching (3)

GRADUATE PROFESSIONAL COURSES FOR LICENSURE

A. Early Childhood Education PK-3 (42 semester hours)

-EDCI 522-Children, Families, Schools and Communities (6)
-EDCI 501-Curriculum and Instruction in Early Childhood Education (3)
-EDCI 502-Developing Concepts in Early Childhood Math and Science (3)
-EDCI 503-Language and Literacy in Early Childhood Education (3)
-EDIT 504-Introduction to Educational Technology (3)
-EDCI 605-Problem Solving in Early Childhood Math and Science (3)
-EDCI 606-Creative Expression and Play in Early Childhood Education (3)
-EDCI 607-Literature and Literacy in Early Childhood Education (3)
-EDCI 723-Seminar: Assessing and Guiding Behavior of Young Children (3)
-EDCI 790-A-Internship in Early Childhood Education (6+6)

B. Middle Education 4-8 (45 semester hours)

-EDCI 551-Curriculum and Instruction in Middle Education (3)
-EDIT 504-Introduction to Educational Technology (3)
-EDCI 610-Literature and Literacy in Middle Education (3)
-EDCI 612-Content Area Reading in Middle Education (3)
-EDCI 528-Teaching and Learning of Mathematics in Middle Education (3)
-EDCI 609-Problem Solving in Mathematics in Middle Education (3)
-EDCI 675-Advanced Methods of Teaching Science in Middle Education(3)
-EDCI 529-Teaching and Learning of Social Studies and Humanities in Middle Education (3)
-EDCI 676-Advanced Methods of Teaching Social Studies in Middle Education (3)
-EDCI 608-Teaching and Learning of Science in Middle Education (3)
-EDCI 737-Seminar: Assessing and Guiding Behavior in Middle Education (3)
-EDCI 790-B-Internship in Middle Education (6+6)

ADDITIONAL COURSES FOR MASTER'S DEGREE (6 semester hours)

EDRS 590-Education Research (3)
EDCI 781 or 782-Advanced Seminar (3)

TOTAL GRADUATE HOURS
FOR LICENSURE AND MASTER'S DEGREE: Early Childhood (51), Middle Education (54)

QUESTIONS AND ANSWERS ABOUT THE PDS MODEL IN PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

The differences in the PDS models originate in GMU's contracts with the school divisions, which are based on long-term substitute rates in FCPS and on short-term substitute rates in PWCPS. School-based budgeting in PW and centralized budgeting in FCPS also account for some of the differences.

Q1. How do the PDS schedules differ for PWCPS and FCPS? Not much, except for some holidays and differences in scheduled workdays for teachers, parent conferences and last day of school. Differences are noted in the PDS Calendar.

Q2. How does the PW interns' compensation and obligation differ from that in Fairfax County? Interns working in PWCPS receive $2500 (rather than $4500), paid in 10 monthly stipends. For this, the PW interns are obligated to provide 40 days of substituting in circumstances for which PWCPS ordinarily would provide a substitute, e.g., a teacher's absence for illness. Within the substituting guidelines, the interns also may be used for class coverage--without it counting as a sub day--for other purposes, e.g., releasing a teacher to attend a PDS meeting. PW interns who substitute more than 40 days during the school year will be paid at the prevailing rates for substitutes. In FC, interns are expected to substitute 50 days or more without additional pay.

Q3. Must the PW interns be present at the PDS every day as indicated in the PDS calendar? The PW interns are expected to be present every day as indicated in the PDS calendar from the beginning of the teacher contract or second placement through the end of Independent Teaching in the fall and spring semesters. During the periods of Open Substituting, the PW interns are be expected to work at the PDS only on days for which they are scheduled to substitute or to make up for a day missed during other periods of the school year.

Q4. May the PW interns decline requests to serve as a substitute? In either school division, an intern may not decline a request to substitute in the PDS during the period of Sheltered or CF Substituting except for illness or other serious cause. The PW interns may decline requests to substitute at the PDS during the November-January period of Open Substituting only if 20 days of substituting have been provided; or during the April-June period of Open Substituting only if 40 days of substituting have been provided.

Q5. What if an intern is not asked to substitute 20 days before changing placements or 40 days total? If an intern does not substitute 20 days before changing placements, the remaining days will be carried over as an obligation for the Open Substituting period in the second semester. If the intern is not asked to substitute 40 days (in the two PDSs) before the last day of school, there will be no effect on pay.

Q6. What if an intern becomes ill or suffers some other disruption to the internship? Such cases are dealt with on an individual basis in a way that is supportive of the intern and fair to the school.

Q7. How will the schools account for the interns' substituting? Principals work out internal financial and accounting procedures with school division administrators. Interns in both school divisions submit monthly reports to the site coordinator for consolidation and transmittal to the Office of Student Services and Faculty Support in the Graduate School of Education. Cumulative reports for substituting in each school in the fall and spring are prepared by the OSS&FS.

Q8. Are there other differences in the PWCPS and FCPS models? The FCPS model provides each clinical faculty member with two days of administrative leave for planning with the intern or for professional development. In PWCPS, released time for such purposes may be arranged by using the interns to cover classes, but no funding is provided. Another difference is that the FCPS model provides for a small amount of funding back to the PDS, based on the number of interns supported.

TIME LINE FOR INTERNSHIPS

SPRING 1 6 semester hours of coursework with field experience in the schools

JANUARY	FEBRUARY	MARCH	APRIL	MAY
	Coursework & Field Experience			

EC	ME
522	551
	504

SUMMER 9 semester hours of coursework; field experience as instructional assistants in summer school

JUNE	JULY	AUGUST
Coursework in GMU Summer Terms I & II		
School Year	Field Experience/Summer School Jobs	

EC	ME
501	612
503	529
504	608

FALL 13.5 - 15 credit hours including coursework, co-teaching, and independent teaching; limited service as instructional assistants and substitute teachers.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Coursework and Co-teaching		Independent Teaching	Coursework	GMU Break	Coursework
Sub/CF only	Sheltered Subbing	Substituting for CF only	Open Subbing	Winter Brk.	Open Subbing

EC	ME
607	609
502	737
723	610
790A	790B

SPRING 2 13.5 - 15 credit hours including coursework, co-teaching, and independent teaching; limited service as instructional assistants and substitute teachers.

FEBRUARY	MARCH	APRIL	MAY	JUNE
Coursework and Co-Teaching.		Independent Teaching	Coursework	
Sub/CF	Sheltered Substituting	Substituting for CF only	Spring Break	Open Subbing

EC	ME
606	528
605	675
723	676
790A	790B

Additional Courses for Master's Degree
to be completed within 6 years of entering M.Ed. program

EC	ME
590	590
781	782

GUIDELINES FOR SUBSTITUTING

- In assigned PDS, unless approved by Director of Teacher Education.
- Preplanned and in licensure area (NK-3 or 4-8) until after independent teaching.
- Not on Tuesdays or Wednesdays when coursework is scheduled.
- **In PWCPS, interns are expected to substitute for up to 40 days with pay for additional days; in FCPS, for 50 days (on average) without additional pay.**

Appendix D

BEST COPY AVAILABLE

Elementary School Weekly Plan for Co-Teaching: Dates _____

T = Teacher's Responsibilities **I = Intern's Responsibilities**

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Opening					
English/ Language Arts					
Math					
Science					
History/ Social Science					
Other					
Other					

Use brief notes to indicate who will do what as regards teaching, assisting, or observing.
Place a copy in intern's notebook for review by university supervisor.

C:\WP\WPDOCS\Handbks\PDSECWeekPlan.wpd

Middle School Weekly Plan for Co-Teaching: Dates _____

T = Teacher's Responsibilities **I = Intern's Responsibilities**

Adapt cells for block scheduling.

Subject/Classes	Monday	Tuesday	Wednesday	Thursday	Friday

Use brief notes to indicate who will do what as regards teaching, assisting, or observing.
Place a copy in intern's notebook for review by university supervisor.

Internship Experience Checklist

Use as appropriate to record activities and as a reminder to broaden the student's experiences.

Activities:

_____ Bulletin Board
_____ Use of Library
_____ Field Trip
_____ Fire Drill
_____ PTA/PTO meeting
_____ Eligibility Conference
_____ Mock Job Interview
_____ Other _____

Instruction and Assessment (K-6):

_____ Reading
_____ Writing
_____ Spelling
_____ Oral Language
_____ Handwriting
_____ Mathematics
_____ Social Studies
_____ Science
_____ Health
_____ Physical Science
_____ Music
_____ Art

Equipment:

_____ Computer
_____ Printer
_____ Copier
_____ Video Disk Player
_____ VCR
_____ Audio Tape Recorder
_____ CD or Record Player
_____ Film Projector
_____ Slide Projector
_____ Opaque Projector
_____ Overhead Projector
_____ Manipulatives
_____ Listening Station
_____ Other _____

Observations:

_____ LD Resource
_____ PE
_____ Music
_____ Art
_____ ESL
_____ Gifted/Talented
_____ Reading Specialist
_____ Speech Clinician
_____ Extra or Co-Curricular Activities
_____ Other_____

Records:

_____ Cumulative Folders
_____ Work Samples
_____ Anecdotal Records
_____ Attendance Records
_____ Grade Book
_____ Report Cards
_____ Accident Report
_____ Emergency Cards
_____ Referral Forms

Testing Administration or Interpretation:

_____ Teacher-made
_____ Criterion-referenced
_____ Norm-referenced
_____ Degrees of Reading Power (DRP)
_____ Standards of Learning Tests
_____ Readiness test/inventory
_____ Other _____

Duties:

_____ Playground
_____ Cafeteria
_____ Bus
_____ Hall
_____ Back-to-School Night
_____ Parent Conferences
_____ Other _____

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Appendix G

PROGRESS REPORT ON INTERNS
(To be completed biweekly)

Intern_____Reporting Period _____, _____ to_____

Clinical Faculty /Cooperating Teacher_____

Note: The student completes #1; the teacher completes #2 and #3 using the other side as necessary.

1. Briefly describe your major successes and difficulties during the last two weeks.

2. Briefly describe strengths of the student's performance for this period and the areas needing improvement.

3. What recommendations or instructions do you have for the next week(s)?

_____ _____

Teacher's Signature Date Intern's Signature Date

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Appendix H

Summary Observation Report

Intern_____Date_____

Observer_____ Clinical Faculty___ or University Supervisor___

School_____Grade/Subject_____

Activities Observed_____

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/STUDENT BEHAVIOR:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

_____ _____ _____ _____
Other Supervisor's Signature Date Intern's Signature Date

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Appendix I

Profile for Evaluation of
PROFESSIONAL DEVELOPMENT SCHOOL INTERNS

Student Teacher/Intern_____ School_____ Subject(s)/Level(s)_____

Evaluator_____ Univ. Sup. ___ or Clin. Fac./Coop Tchr___ or Intern _____ Fall___ or Spring___ 199___

End-of-Semester Grade ____

Use this list of standards and rating scale for self-assessment and assessment of the student's performance by the clinical faculty/cooperating teacher and university supervisor at the beginning and end of independent teaching. Write the number of the appropriate rating in the space provided. The intern should demonstrate growth throughout the experience. At the end of the first semester, performance should be assessed according to expectations for a student teacher/intern and, at the end of the second semester, according to expectations for a beginning teacher.

The evaluator's judgments about the student's performance should be made in relation to the following criteria. Comments must be provided for ratings of 2 or 1, which indicate marginal or unsatisfactory performance.

Performance Rating Scale
5= Meets the standard consistently, exceeding expectations.
4= Meets the standard frequently, usually meeting expectations.
3= Meets the standard occasionally, progressing in meeting expectations.
2= Meets the standard inconsistently, seldom meeting expectations.
1= Meets the standard rarely, never meeting expectations.
NR= Not rated during this evaluation.

The end-of-semester grade is based on this profile, but may not be numerically correlated.
Graduate grading scale: S=Satisfactory; NC=No Credit; IP=In Progress

PLANNING AND PREPARATION	Rating
1. Using curriculum guidelines, develops unit and lesson plans to meet the developmental and academic needs of diverse learners.	____
2. Describes instructional objectives in terms of learning outcomes.	____
3. Plans a sequence of activities which are focused on achievement of the instructional objective(s).	____
4. Selects learning experiences and materials to accommodate different styles and levels of learning.	____
5. Relates activities to students' interests, knowledge, and experiences.	____
6. Integrates materials and activities which promote equity (including gender equity) and infuse multicultural elements in lessons.	____
7. Gathers, creates, and organizes materials and equipment in advance.	____
8. Plans for using various methods to assess students' learning.	____
9. Collaborates with other teachers and specialists in planning.	____

Comments: (Use reverse side if needed.)

INSTRUCTION AND ASSESSMENT	Rating
1. Uses a variety of teaching methods, techniques, and strategies.	____
2. Presents content accurately and instructions clearly.	____
3. Provides opportunities for learners to participate actively and successfully at different levels.	____
4. Provides opportunities for learners to work independently and in cooperative groups.	____
5. Encourages critical thinking and problem-solving through prompts, questioning, and application.	____
6. Uses a variety of media and materials appropriately to achieve instructional objectives.	____
7. Demonstrates competence in using computers to achieve instructional objectives.	____
8. Adapts pacing, methods, and materials utilizing feedback from students.	____
9. Assesses for understanding and mastery through observation of students' performance and evaluation of their work.	____
10. Keeps records of students' progress and problems.	____
11. Involves family and community members in learning activities	____

Comments: (Use reverse side if needed.)

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR	Rating
1. Motivates students through interesting and challenging activities.	____
2. Communicates high expectations while respecting individual differences and cultural diversity.	____
3. Creates an orderly and supportive environment by establishing routines.	____
4. Demonstrates courtesy and caring in relationships with students.	____
5. Manages time, space, and materials to keep students productively involved in learning.	____
6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	____
7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good.	____
8. Handles disruptive or destructive behavior firmly and fairly.	____
9. Communicates regularly with parents and involves them in problem-solving.	____

Comments: (Use reverse side if needed.)

PROFESSIONAL AND PERSONAL DEVELOPMENT	**Rating**
1. Possesses the basic skills and knowledge needed to guide students' learning.	____
2. Demonstrates effort to continue learning both content and pedagogy.	____
3. Reflects on his/her professional practice, including personal teaching and learning style.	____
4. Welcomes assistance for improvement and problem solving.	____
5. Can develop and explain professional judgments using research-based theory and experience.	____
6. Engages in productive relationships with professional colleagues and support staff.	____
7. Demonstrates stamina, flexibility, and a positive attitude.	____
8. Is responsible, dependable, and observant of school policies and procedures.	____
9. Projects a professional image in terms of demeanor and appearance.	____
10. Demonstrates effective oral communication skills.	____
11. Demonstrates effective written communication skills.	____

Comments: (Use reverse side if needed.)

Provide additional comments or explanations on the reverse side of this form or an attachment. Ratings and comments should be discussed by all parties and the end-of-semester evaluation profile reviewed by the principal or designee.

_____ _____
Clinical Faculty/Cooperating Teacher Date

_____ _____
University Supervisor Date

(The signatures below indicate review of this evaluation profile rather than agreement.)

_____ _____
Student Teacher/Intern Date

_____ _____
Principal (or Designee) Date

The information on this form becomes part of the student's confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.

Lesson Plan Guidelines

In response to comments from former interns about variability in expectations of faculty regarding lesson plans and other procedures, several monthly meetings of the PDS university supervisors were conducted in 1998-99 for the purpose of improving understanding, consistency, and communication with the interns. The following guidelines for lesson planning were developed at these meetings by the program coordinators and university supervisors.

1. The lesson plan formats in the Manual (Appendix J) are to be used--with variations specified by instructors--for a) planning done in relation to course assignments, and b) lessons which are to be observed by the university supervisor or clinical faculty member. (These formats, along with other forms in the Appendices, will be available on disk before the beginning of the fall semester.)

2. Other teaching need not be planned as fully as specified by the lesson plan formats in the Manual. However all of the teaching done by the interns/student teachers is to be planned in more detail than is customary for experienced teachers or possible in a teacher's plan book.

3. Essential components of any lesson plan are: Objectives (in terms of students' learning), Learning (Developmental) Activities, Adaptations, and Assessment. At the beginning of the year, the emphasis should be on developing objectives and achieving active involvement of students in learning activities. A focus on adaptation and assessment usually comes later.

4. Brief reflective comments should be made on all lesson plans after teaching.

5. Interns/student teachers who have difficulty distinguishing between Objectives and Concepts should think of Concepts as "Themes" or "Central Ideas" and think of Objectives as "What students need to know and/or be able to do."

6. When interns/student teachers are using a "canned lesson" such as found in curriculum guides or taken from the Internet, there is no need to re-write the lesson. However, a photocopy with appropriate annotations should be placed in the Lesson Plan section of the Internship Notebook, along with all other lesson plans.

7. Lessons developed by the teacher and taught together or by the intern/student teacher during the Co-Teaching period also should be documented in this way. The purpose of such documentation is to ensure that the intern/student teacher processes and adapts the already prepared lessons, and that the university supervisor has a record of the intern's/student teachers' teaching activities between visits.

8. Some university supervisors have found it useful to provide interns/student teachers with copies of exemplary plans prepared by other students. Others have had interns/student teachers work on improving weak lesson plans prepared by other students. Still others have encouraged interns/student teachers to develop a plan while watching someone else teacher by inferring objectives, observing activities, etc.

9. University supervisors may require less detailed planning of interns/student teachers who have demonstrated a clear understanding of the planning/teaching process.

George Mason University
Early Childhood Licensure Program
Lesson Plan Format

Appendix J-EC

Intern_____ Grade Level_____

Lesson
Topic/Subject_____ Date/Time_____

I. Lesson Overview
Concept:
Objective:
Grouping Practices:

- Homogeneous/heterogeneous
- Number of children per group(s)
- Self or teacher directed
- Transition in/transition out
- Role of the teacher

II. Teaching/Learning Procedures
A. Objective(s) for each group

B. Introductory Activity(ies)
- Access prior knowledge
- Access student interest(s)
- Access student interest(s)

C. Developmental Activity(ies)
- Learning strategies
- Active learning experiences
- Higher level thinking
- Higher level thinking

D. Summary Activity(ies)
- Closure for lesson
- Follow-up experiences

III. Materials
A. Students

B. Teacher

IV. Family-School Connection
- Family/child conversations
- Letter
- Telephone
- Monthly calendar
- Home activity
- Other

V. Adaptations for Individual Learners/Dev. Needs
- ESL
- Behavioral & Developmental Needs
- Diversity
- Multiple Intelligences
- Learning Styles
- Other

VI. Orchestration and Monitoring
- "Kidwatching"
- Ensuring active engagement
- Introducing activities and experiences
- Monitoring Progress
- Transitions
- Forms of Feedback
- Management Procedures

VII. Assessment

- Anecdotal Records
- Teacher Observation
- Student Work Samples
- Checklist
- Student Report
- Other

VII. Effectiveness of Lesson
A. Objective(s)

Did you meet the lesson objective?
What are your next steps?

B. Reflection of Self/Teaching

Describe the children's responses to your lesson. Identify the aspects of your lesson (i.e., items selected from I - VI on this form) that went well and why they went well. Also, identify the aspects of your lesson (i.e., items selected from I VIII on this form) that did not go well and why that might have happened. Address the changes you plan to make when orchestrating several small groups simultaneously at another time.

George Mason University **Appendix J-ME**
Middle Education Licensure Program
Lesson Plan Format

Intern:_____Grade Level:_____

Subject/Topic:_____Date/Time:_____

1. **Objectives:** a. State what you expect the students to be able to do as a result of this instruction.

   b. List national, state, and local objective numbers (as determined by supervisor).

2. **Materials** a. List the books, equipment, and other materials to be used by the students.

   b. List the materials used by the teacher in teaching the lesson. This includes any equipment or technology tools.

3. **Learning Experiences** For each part, provide sufficient detail to (a) cause you to think the lesson through from beginning to end, (b) enable a substitute to teach the lesson with a minimum of preparation, and (c) enable you to reorient yourself should this be necessary during the process of teaching the lesson.

4. **Time Estimates** Give estimated times for each part of the lesson.
   a. **Introduction**. Explain what you will do to introduce the lesson and connect to students' prior knowledge.

   b. **Instructional Strategies**. Describe what the teacher and students will do.

   c. **Closure**. Explain how you will close the lesson. For example, what questions will you ask of the students to summarize the day's learning?

5. **Assessment**
   a. Outline the procedures and criteria you will use in assessing each of the objectives stated above.

   b. Provide copies of assessments (any tests, rubrics, observational checklists, format for anecdotal notes, etc.).

6. **Reflection on Lesson**
   a. After teaching the lesson, note where you succeeded or failed with respect to your objectives.

   b. State the action you plan to take.

_____

_____

_____

The lesson plan should cover a logical subdivision of the unit being taught. It may therefore, cover a period of more than one day.

George Mason University
Graduate School of Education

Appendix K

Log of Intern's Non-Substituting Assignments During Period of Open Substituting

(Make sufficient copies for the "open sub" period)

Intern_____ Semester: Fall ____ or Spring ____

Verified by Site Coordinator_____
(Signature)

Date	Hours	Assignment/Activities	Initials for Verification
Total Hours			

Fax to 993-2082 at the end of each semester in the PDS.

Summary of PDS/Internship Days of Supervised School-Based Teaching
and
Final Grade

Intern_____Semester: Fall 19____

Licensure Area: Early Childhood Education:_____ or Middle Education:_____ Spring 19_____

School_____Grade(s)/Subject(s)_____

Clinical Faculty or Cooperating Teacher_____

University Supervisor_____

Summary of Days Spent on	Fall	Spring	Grand Totals
Supervised Co-Teaching			
Supervised Independent Teaching			
Total for School-Based Activities			

Final Grade_____

George Mason University
Graduate School of Education

Appendix M-1

Intern's Record of Substituting

Name_____ Program _____

Base PDS _____ Month_____

Date	School	Teacher	Grade/ Subject	= or < 4 hours (.5)	>4 hours (1.0)	Reason for Absence (use codes)

1)Administrative, Personal, or Sick Leave covered by school division 2) Class Coverage that FCPS or PWCPS would not ordinarily fund.

Submit a copy to the site coordinator at the end of each month.

Monthly PDS Intern Substituting Report

School_____
Month_____

Instructions:
Record each intern's name in the first column. In the columns marked 1 and 2, record as follows:

"1" Leave for which the county **would** provide a substitute. This includes sick, personal, or administrative leave for which the school would have to get a substitute if the intern were not there.

"2" Leave or class coverage that the county **would not** ordinarily fund. An example of this is coverage for teachers to attend grade level/team meetings, Curriculum Alignment meetings, etc.

In the column marked **Total per Intern** add column 1 and 2 together. At the bottom of the columns, add each column individually.

Record substitute hours as:
less than or equal to 4 hours = .5 day
greater than 4 hours = 1 day

Intern's Name	1	2	Total per Intern
School Totals			

Optional: Please attach copies of the intern's monthly reports if necessary for verification.

Fax this information to Ruth Lynch at (703) 993-2082 or send to:
MSN 4B4 GMU
Office of Student Services and Faculty Support, Rob A307
4400 University Drive
Fairfax, VA 22030-4444

George Mason University
Graduate School of Education

Appendix N

Intern's Ongoing Record of Attendance

Name_____ **Program**_____

1st Sem: PDS _____ **2nd Sem: PDS**_____

Directions: On this form, cumulatively record all absences from the Professional Development School on days when the schedule called for attendance, including days when absence was approved in advance. The stipend for the final month will be reduced by $40 for each full day's absence and proportionately for less than a full day's absence (.50) unless the time missed has been made up on days when the intern was not scheduled to be in school.

Date Absent	% Day (1.0 or .5)	Reason for Absence

Whether or not there have been absences, this form must be verified at the end of each semester by a designated person at the PDS. **A report for the full year must be submitted to the Office of Student Services and Faculty Support** (Robinson A307 or FAX 993-2082) **by the intern before the final month's stipend will be paid.**

Fall Semester **Spring Semester**

Verified by:_____ Date _____ Verified by:_____ Date____

Position: _____ Date _____ Position: _____ Date____

THE PROFESSIONAL DEVELOPMENT PORTFOLIO

Introduction

The Professional Development Portfolio is a collection of materials and reflections which provide a record of the intern's teaching experiences and growth. The portfolio synthesizes learning from the intern's course work and school-based experiences. Its purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. Quality teaching is not only a performance-based profession, it is an on-going learning process. A significant part of this process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these areas. As both a formative and summative document, the Professional Development Portfolio encourages the continuous learning process, helps the intern move toward the goal of on-going reflective teaching, and demonstrates readiness to move into his/her own classroom (Hammadou, 1998, 1996).

The Professional Development Portfolio is a requirement for the successful completion of the internship/student teaching but is only one of several factors considered in determining the grade. A presentation and review of the portfolio will take place in a conference scheduled at the conclusion of each semester. The evaluation of the portfolio and its presentation will be integrated with the overall evaluation of the internship. Items from the Professional Development Portfolio may be included in a portfolio to be used during a job search, although that is not its primary purpose.

The following guidelines will be helpful to student interns preparing the portfolio:

* The portfolio is an evolving document and should be continually in a state of development.
* The portfolio should be comprised of pieces that the intern has selected because they are significant examples of growth. Faculty and teachers may suggest entries.
* The appearance of the portfolio should not overshadow its contents; however, an organized and well compiled document demonstrates careful thought and preparation.
* Each section of the portfolio will include a reflective statement in which the intern examines the sample(s) included and analyzes their significance.
* Reflections do not merely provide a description of the material included, but should tell *why* a particular item or strategy was chosen, *what* the student learned through an experience or what he/she would do differently/similarly the next time, and *how* the student might use this information in the future to improve his/her professional practice.

Portfolio Contents and Format

The Professional Development Portfolio, as an evolving, formative document, should be organized in a loose-leaf binder or accordion file which allows for good organization, easy access to materials, and frequent updating.

I. **Title Page**
Table of Contents

II. **Philosophy of Education Statement** - provides information about the intern's educational beliefs and evolving philosophy of education. The essay should address the intern's perceptions of him/herself as a developing teacher and state the intern's philosophy of education.

III. **Professional Documentation** - provides background information about you
Required Information:
- Resumé
- Reflective Statement - Have your educational philosophy and goals changed as a result of your student teaching experience? How? What types of professional development do you now see as important? What are your goals as a professional educator?
- Documentation from student teaching internship
  - Observation Reports (1-2)
  - Bi-Weekly Progress Reports (1-2)
  - Selected entries from Reflective Journal (1-2)

Optional Items:
- Transcripts and test scores
- Honors & awards
- Evidence of attendance at professional meetings/conferences
- Case study
- Referral report prepared by intern
- Video tape and self-observation report of a lesson plan, or a portion thereof

IV. **Classroom Environment** - captures how the intern created a rich classroom environment which is supportive of working with students who have varied learning styles and needs
Required Items:
- Reflective Statement
- Description of classroom

Optional Items:
- Diagram of room arrangement
- Photographs of bulletin boards

V. **Planning, Preparation, and Instruction** - provides information about the actual classroom instruction, lesson preparation, and class-time management
Required Items:
- Reflective Statement
- Instructional Unit Plan (1 - 2)
- Lesson Plans - selected as examples of most growth or best work (2 - 5)
- Examples of work done by students (with appropriate permission)
- Planned Assessment for Unit/Daily Lesson Plans
- Instructional materials developed by the intern
- Evidence of adaptations or accommodation for various learning styles, abilities, instructional levels, interests, and needs of students taught

Optional Items:
- Photographs of classroom activities, audio/video tape of class activity (w/ permission)

VI. **Family and Community Involvement** - provides information about communication or collaboration with parents and/or other professionals within the school and in the community.

Required Items:

- Reflective Statement
- Evidence of communication with parents/families

Optional Items:

- Evidence of extra-curricular activities, team meetings, parent meetings
- Evidence of community collaboration with the classroom/school

VII. **Technology in the Classroom**

Required items:

- Reflective Statement
- Examples of use of different types of technology in the classroom

Optional Items:

- Student products - with appropriate permission
- Internet sites or software used/reviewed

VIII. **Classroom Management Strategies**

Required Items:

- Reflective Statement
- Successful (and unsuccessful) strategies you have used in the classroom

Optional Items:

- Discussion of how classroom management relates to your personal Philosophy of Education

IX. **Assessment Strategies**

Required Items:

- Reflective Statement
- Examples of assessment strategies you have used in the classroom

Optional Items:

- List of other strategies you would use in the future

Role of the University Supervisor

The University Supervisor will guide the intern in the development and completion of the Professional Development Portfolio, providing encouragement and feedback (Paulson & Paulson, Wade & Yarbrough). Toward the end of each semester, the University Supervisor will organize and schedule a conference for presentation of the portfolio by the intern.

Both the mid-year and final presentation should take on the tone of a culminating conference in which the intern speaks about his/her growth as a teacher, using the portfolio contents as evidence. The University Supervisor will facilitate the presentation, which will include the Clinical Faculty/ Cooperating Teacher, and possibly another person (such as the site coordinator or principal) who has been directly involved with the internship. The University Supervisor will evaluate the portfolio and presentation with input from the Clinical Faculty/Cooperating Teacher at the end of each semester. The portfolio will serve as one of several sources for evaluation of the internship.

Following is a list of questions for the intern which should be covered during the portfolio presentation:

1. What is your vision of teaching, and what does your portfolio reveal about this vision?
2. What kind of teaching style do you have, and how does this style emerge in your portfolio?
3. How do you think about students, and is this evident in your portfolio?
4. How were you most effective in increasing students' achievement?

During each semester, there should be at least one opportunity for sharing the portfolios in progress with peers. This should accomplished in small groups, as arranged by the University Supervisor.

Schedule for Portfolio Development

Aug. - Sept.

Student clarifies purpose and format of portfolio and reviews examples from prior years

Student begins preparation of resume

Oct. - Nov.

Student completes resume and writes draft of philosophy statement

Student begins to plan and gather entries that represent the semester's experiences

Dec. - Jan.

Student shares progress on portfolio with peers, Clinical Faculty/Cooperating Teacher and University Supervisor

Feb. - Mar.

Student completes selection of entries, updates resume and essay

Apr. - May

Student presents portfolio to University Supervisor, Clinical Faculty/Cooperating Teacher and other site-based professional(s)

University Supervisor evaluates portfolio with input from Clinical Faculty/Cooperating Teacher

Bibliography

Barton, J. & Collins, A. (1993). Portfolios in Teacher Education. *Journal of Teacher Education*, 44: 200-293.

Hammadou, J. (1998). A Blueprint for Teacher Portfolios: Concerns That Need to Be Addressed When Embarking on Teacher Assessment via Portfolios. In Jane Harper, M. Lively, & M. Williams, eds. *The Coming of Age of the Profession*. Boston: Heinle & Heinle, 291-308.

---. (1996). Portfolio Design and the Decision Making Process in Teacher Education. In Z. Moore, ed. *Foreign Language Teacher Education: Multiple Perspectives*. Lanham, MD: Univ. Press of America, 123-151.

Loughran , J. & Corrigan, D. (1995). Teaching Portfolios: A Strategy for Developing Learning and Teaching in Preservice Education. *Teaching and Teacher Education* 11 (6), 565-577.

Paulson, L. & Paulson, P. (1990). How do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios. Paper presented at the annual meeting of the Northwest Evaluation Association, Union, WA (ERIC Document Reproduction Service No. ED 324 329).

Wade, R. & Yarbrough, D. (1996). Portfolios: A Tool for Reflective Thinking in Teacher Education? *Teaching and Teacher Education* 12(1), 63-79.

Portfolio Evaluation

Student _____ **Date** _____

University Supervisor _____

Directions: Please evaluate each of the areas below using the following rating scale:
5 = Excellent 4 = Good 3 = Satisfactory 2 = Marginal 1 = Unsatisfactory

____ **Philosophy of Education:** Contains personal statement of philosophy of education; reflects evolution in beliefs about teaching/learning process; includes statement of professional goals

____ **Resumé:** Quality of copy; acceptable format; relevant professional experiences included

____ **Professionalism and Professional Development:** Summary Observation Reports, Progress Reports, and Journal entries demonstrate growth and careful choice; includes statement of professional goals and plans for continuing development

____ **Classroom Environment:** Presents an environment supportive of working with learners of many styles and needs; careful thought evident; procedures carefully thought through

____ **Planning, Preparation, Instruction:** Integration evident through choices of unit and daily goals and objectives; planning includes assessment measures; examples include work done by the students and instructional materials developed by the intern; evidence provided for adaptations or accommodation for various learning styles and needs; plans reflect the intern's philosophy

____ **Family and Community Involvement:** Information provided about communication/collaboration with parents and/or other professionals in the school and community; includes evidence of communication with parents/families

____ **Technology in the Classroom:** Provides examples/evidence of use of technology in the classroom

____ **Classroom Management Strategies:** Provides a thorough list of classroom management strategies that support the intern's Philosophy of Education statement

____ **Assessment Strategies:** Provides several examples of assessment strategies used; strategies support the intern's Philosophy of Education statement

____ **Reflective Statements:** Demonstrate careful thought and reflection; provide evidence of intern's ability to work toward goal of continuous reflective teaching; provide evidence of intern's awareness of strengths and growth during the teaching internship

____ **Overall Organization and Appearance of Portfolio**

____ **Presentation by Intern**

____ **OVERALL EVALUATION OF THE PROFESSIONAL DEVELOPMENT PORTFOLIO**

(Use the back of this page for additional comments.)

The Professional Development Portfolio
Guidelines for PDS Students' Portfolio Work for the Fall Semester

On November 24, 1998, the Program Coordinators and University Supervisors decided on the following guidelines/procedures for fall Portfolios:

1) The fall Portfolios will be considered "works in progress."
2) Meetings for fall Portfolio review can be either in December or January and are **not** required before grades are submitted.
3) Ideally, the Portfolio conference should include the student, clinical faculty or cooperating teacher, university supervisor, and site coordinator, principal or other school representative (flexible by situation). This conference should be scheduled well in advance.
4) The emphasis is on providing feedback to students rather than "rating" the Portfolio. However, students should be reminded that, because the school personnel may be viewing the Portfolio, it must appear professional even if small.
5) Materials/artifacts chosen for the Portfolio should reflect effort but will not necessarily be as comprehensive as the final Portfolio completed in the spring.
6) Requirements for the fall Portfolio:
   a) Students will have the Portfolio set up in a notebook with the nine sections clearly marked with dividers, according to the Contents and Format listed in Appendix O of the Manual.
   b) The first three sections of the Portfolio should include the Resume and "Documentation" from the first internship placement, as well as a short reflective statement about the first semester experience.
   c) Each of the sections IV - IX should include at least one item from the first placement accompanied by a short reflection on the rationale for the selection(s).
7) Evaluation:
   a) Students will self-evaluate the Portfolio at the end of the first semester, using the "Portfolio Evaluation" found in the Portfolio Guidelines (Appendix O).
   b) Students will retain a personal copy of this evaluation in the Portfolio, and a copy will be kept with the Profile for Evaluation in the student's file.
   c) The University Supervisor will **not** formally rate the Portfolio at this time, but will provide feedback to the intern.

George Mason University
Graduate School of Education

Student Teacher's/Intern's Evaluation of Cooperating Teacher/Clinical Faculty

Complete a separate form for each teacher, and return to the Office of Teacher Education, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

Cooperating Teacher/Clinical Faculty (circle one)_____
(Name)

Student Teacher/Intern _____ Fall ___ Spring ___ Yr ___
(optional)

Please indicate your agreement with each of the following statements: (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My cooperating teacher/clinical faculty member:

	(Circle One)
1. Was an effective model of methods/theories learned in my coursework.	SA A D SD NA
2. Provided me with support and assistance as needed.	SA A D SD NA
3. Provided continuous feedback on any strengths and needs.	SA A D SD NA
4. Provided progress reports and observation summaries on schedule.	SA A D SD NA
5. Demonstrated good interpersonal relations.	SA A D SD NA
6. Was fair in evaluating my performance.	SA A D SD NA

Please check your overall rating of the cooperating teacher's/clinical faculty member's work with you this semester.

Outstanding_____ Satisfactory____ Unsatisfactory____

Evaluation of Program and Support Services

1. The orientation session at the beginning of the semester was helpful.	SA A D SD NA
2. The workshop on employment procedures was helpful.	SA A D SD NA
3. The workshop on credential files and application for certification was helpful.	SA A D SD NA
4. The teacher education program has prepared me well for my responsibilities as a beginning teacher.	SA A D SD NA

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your student teaching/internship experience and your preparation for it. Thanks for your cooperation.

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_____

George Mason University
Graduate School of Education

Student Teacher's/Intern's Evaluation of University Supervisor

Return the completed form to the Office of Teacher Education, Robinson A307. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor_____
(Name)

Student Teacher _____ Fall ___ Spring ___ Yr__
(optional)

Please indicate your agreement with each of the following statements: (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My university supervisor:

	(Circle One)
1. Maintained effective communication with me.	SA A D SD NA
2. Was available to me when needed.	SA A D SD NA
3. Kept appointments/rescheduled appropriately.	SA A D SD NA
4. Demonstrated knowledge of the student teaching program.	SA A D SD NA
5. Demonstrated knowledge of the realities of teaching situations such as mine.	SA A D SD NA
6. Provided me with accurate feedback and useful recommendations during conferences.	SA A D SD NA
7. Provided me with accurate feedback and useful recommendations in written reports.	SA A D SD NA
8. Developed effective communications with the cooperating teacher/clinical faculty.	SA A D SD NA
9. Demonstrated sound practices of interpersonal relations in interactions with me.	SA A D SD NA

Finally, please give an overall rating of the university supervisor's work with you.

Outstanding_____ Satisfactory____ Unsatisfactory____

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your student teaching/internship experience. Thanks for your cooperation.

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George Mason University
Graduate School of Education

Cooperating Teacher/Clinical Faculty Evaluation of University Supervisor

Return the completed form to the Office of Teacher Education, Robinson A307. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor:_____

Cooperating Teacher/Clinical Faculty:_____
(Circle One)
StudentTeacher/Intern:_____

_____ Fall _____Spring Yr_____School:_____ _____

Please indicate the level of your agreement with each of the following statements: (SA=Strongly Agree; N=Neutral; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

The University Supervisor:

	(Circle One)
1. Maintained effective communications with me throughout the student teaching term.	SA A N D SD NA
2. Was available to me when needed.	SA A N D SD NA
3. Kept appointments or re-scheduled appropriately.	SA A N D SD NA
4. Demonstrated knowledge of the student teaching program.	SA A N D SD NA
5. Demonstrated sound practices of interpersonal relations in interactions with me.	SA A N D SD NA
6. To the best of my knowledge, dealt fairly with the student teacher/intern.	SA A N D SD NA

Please give an overall rating of the university supervisor's work with you during this student teaching term.

Outstanding_____ Satisfactory____ Unsatisfactory____

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thanks for your cooperation.

_____
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George Mason University
Graduate School of Education

University Supervisor's Evaluation of Cooperating Teacher/Clinical Faculty

Complete a separate form for each teacher, and return to the Office of Teacher Education, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

Cooperating Teacher/Clinical Faculty_____
(Circle One) (Name)
Student Teacher/Intern _____ Fall ___ Spring ___ Yr ___
(optional)
University Supervisor_____

Please indicate your agreement with each of the following statements: (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

The cooperating teacher/clinical faculty member:

	(Circle One)
1. Was an effective model of methods/theories taught in coursework.	SA A D SD NA
2. Provided the student teacher with support and assistance as needed.	SA A D SD NA
3. Provided continuous feedback on the student teacher's strengths and needs.	SA A D SD NA
4. Provided progress reports and observation summaries on schedule. (For clinical faculty only)	SA A D SD NA
5. Demonstrated good interpersonal relations.	SA A D SD NA

Please check your overall rating of the cooperating teacher's/clinical faculty member's work with your student teacher this semester.

Outstanding_____ Satisfactory____ Unsatisfactory____

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thanks for your cooperation.

_____
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_____

Evaluation of the Professional Development Schools Manual

Respondent:_____ University Supervisor_____ Cooperating Teacher_____ Clinical Faculty_____

1. Which sections of this manual were most helpful?

2. Which sections of the manual were confusing? Please be specific.

3. What changes would make the manual more useful?

Attach pages with suggestions for editing, and return to:
Office of Student Services and Faculty Support
Robinson A307, Fairfax, VA 22030-4444

Thank you for your help.